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ABSTRACT

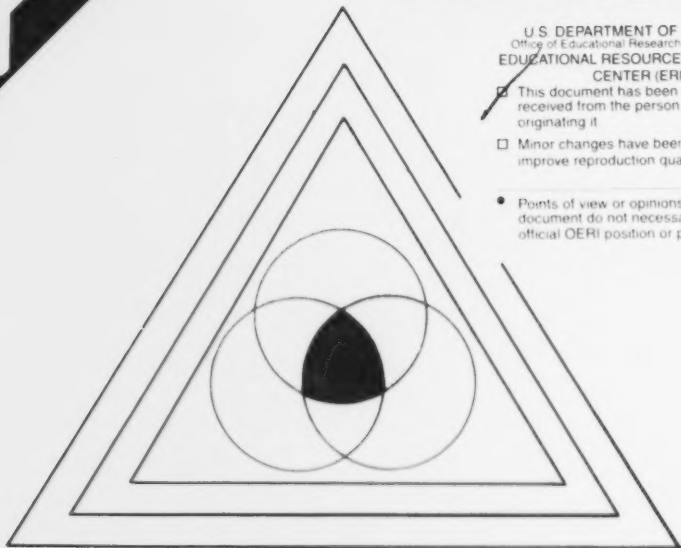
This collection of six papers focuses on students with serious emotional disturbances and/or behavior disorders in the Georgia Psychoeducational Network Program. "A Five Year Longitudinal Study of Severely Emotionally Disturbed/Severely Behaviorally Disordered (SED/SBD) Preschool Students" (Juanda Ponsell and others) reports the different placement outcomes of 49 preschool students with SED/SBD after 5 years. The second paper, "Reintegration of Severely Emotionally Disturbed/Behaviorally Disordered Students--A Two Year Follow-Up" (William W. Swan and Robert T. Jacob), reports the placement outcomes for 300 students with SED/SBD after 2 years of program participation. "Overview, Research Consortium Project Studies" describes the Georgia Psychoeducational Network Research Consortium. "A Quantitative Study of Georgia Severely Emotionally Disturbed/Severely Behaviorally Disordered Students (1984-1985 and 1985-1986)" reports demographic and program data on over 9000 students with SED/SBD. "Further Characteristics of Georgia's Severely Emotionally Disturbed/Severely Behaviorally Disordered students: A Sample Survey, Research Consortium" presents data from a survey of 344 students with SED/SBD including IQ ranges, poverty incidence, and program contacts with families. "Personnel of the Georgia Psychoeducational Network (1984-1985), Research Consortium" analyzes qualifications of personnel employed by the Georgia Psychoeducational Network. Each paper contains references. (CR)

ED 398 680

RESEARCH STUDIES IN THE GEORGIA PSYCHOEDUCATIONAL NETWORK (GPN) RESEARCH REPORT

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THE GEORGIA PSYCHOEDUCATIONAL NETWORK (GPN)
RESEARCH REPORT

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A Five Year Longitudinal Study of Severely Emotionally Disturbed/Severely Behaviorally Disordered (SED/SBD) Preschool Students^{1, 2}

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The purpose of this study was to follow-up one cohort of SED/SBD preschool students (n=73) and their families who had been served in 1980-1981, to document their 1985-1986 placements, and to investigate relationships between treatment variables in 1980-1981 and placement variables in 1985-1986. A total of 49 students were located in 1985-1986; 39% (19) were placed in general education classes, 14% (7) in special education resource classes, and 47% (23) in special education self-contained classes. Of the 30 students classified as exceptional, only 14 remained classified as SED/SBD. Statistical analyses revealed significantly lower number of months in treatment for those served primarily in the home versus those served in the school and for those served in general education, special education resource, and special education self-contained (from lowest to highest) suggest-

ing that those who are more severely handicapped are served for longer periods of time. The results are discussed as are recommendations for future research with particular focus on non-categorical programming for preschool handicapped children.

Introduction

The positive effects of early intervention programs for the handicapped have been demonstrated through a variety of programs and research (McNulty, Smith & Soper, 1982; Strain, Steele, Ellis, & Timm, 1982). While differing points of view concerning the overall documented impacts of early intervention exist (Casto & Mastropieri, 1986a; Strain & Smith, 1986; Casto & Mastropieri, 1986b; Dunst & Snyder, 1986; Casto & Mastropieri, 1986c), the need to educate handicapped infants and toddlers has been affirmed by the passage of P.L. 99-457 (The Education of the Handicapped Act Amendments of 1986). This act clearly established the federal policy to provide financial assistance to the States to support services for handicapped infants, toddlers, and their families (Sec. 671, P.L. 99-457, 100 STAT.1145).

Considering the refined and reinforced federal policy and support, it is important that programs which have served handicapped infants/ toddlers in the past assess the impact of their efforts as expansions of existing programs and creation of new programs occurs in the States. Such assessments would include longitudinal follow-up studies of particular groups of handicapped infants/toddlers.

The Georgia Psychoeducational Program Network (GPN) has provided home and school based services to severely emotionally disturbed/ behaviorally disordered (SED/SBD) children, birth through five years of age, and their families since 1972. The funding for these services has been provided by the State, through Public Law 89-313--other federal funds, and some local contributions. The purpose of this study was to follow-up one cohort of preschool handicapped students and their families who were served in 1980-1981, to document their 1985-1986 placements, and to investigate relationships between treatment variables in 1980-1981 and placement variables in 1985-1986.

Method

Data Collection

A one page cover letter and a one page questionnaire were distributed to all 24 Psychoeducational Network Programs in Georgia. The cover letter included the need for the study, directions for completion of the questionnaire, and a request for cooperation in completing the questionnaire. The questionnaire was comprised of 13 variables, and data were to be provided for each student on the P.L. 89-313 transfer lists from 1980-1981. The 13 variables were selected primarily as descriptive macro-measures because of the exploratory nature of this study (Casto and Lewis, 1986).

Subjects--Description in 1980-1981

The subjects were 73 severely emotionally disturbed/severely behaviorally disordered (SED/SBD) preschool students served in 1980-1981 by 16 of the Psychoeducational Network Programs. Each subject was served for a minimum of 9 months in a Program and was listed on the P.L. 89-313 preschool transfer list. At the end of the school year 1980-1981, a student's name was forwarded to his home school district when the student was judged ready to participate in home school district programs by the Placement Committee.

There was a 2.5:1 ratio of males (52) to females (21), and a 1.6:1 ratio of whites (45) to blacks (28). The number of black males (19) was twice as large as the number of black females (9), and the number of white males (33) was almost three times the number of white females (12).

The number of students from two parent families was about half of the sample (34) with single parent families accounting for over a third (28) and foster parents and other familial situations (11) accounting for the remaining small proportion. A comparison of familial status by gender revealed that there were significantly more male students in single parent families than female students (24 males vs. 4 females). A comparison by race revealed equal numbers of white students and black students in single parent families and a ratio of almost 3:1 of white students to black students in two parent families.

In 1980-81, 55% (40) of the students were served primarily in the school and 44% (32) in the home along with 1% (1) of the students served in some other location.

Subjects--Followed-up in 1985-1986

In 1985-1986, these students were followed-up to determine current placement. Of the 73 students, 49 were located (3 of these with incomplete data); 24 had moved or were otherwise unable to be located. A review of the characteristics of the followed-up students to those of the 73 total students revealed no significant differences on gender, race, family status or treatment type.

These 49 students were placed in the following classes: 39% (19) were in general education classes, 14% (7) in special education resource classes, and 47% (23) in special education self-contained classes. Regarding current placement by grade, equal proportions of students were placed in 3rd and 4th grades (33%, 15 students), 7% (3) in second grade, 2% (1) in 1st grade, 26% (12) were in ungraded placements, and three had missing data. For those 30 students in special education placements, 14 retained their SED/SBD classification, 12 were classified as mentally handicapped, and 4 were classified in some other area of exceptionality.

Analytical Procedures

Descriptive statistics were obtained for chronological age at entry, months in treatment through 1980-1981, and grade of placement in 1985-1986. Two types of statis-

tical analyses were used to identify potential significant relationships/differences--chi-square and one-way analysis of variance.

Results

Descriptive Statistics

For the 49 students located, ranges, means, and standard deviations are provided in Table 1 for chronological age at entry into treatment, number of months in treatment through 1980-1981, and grade in 1985-1986.

TABLE 1

RANGES, MEANS AND STANDARD DEVIATIONS FOR CHRONOLOGICAL AGE AT ENTRY, NUMBER OF MONTHS IN TREATMENT THROUGH 1980-1981, AND GRADE OF PLACEMENT IN 1985-1986 FOR LOCATED STUDENTS (n=49)

VARIABLES	RANGE	MEAN	SD
CA AT ENTRY (IN MONTHS)	12-63	42.84	11.23
MONTHS IN TREATMENT	9-96	27.73	21.11
GRADE OF PLACEMENT	0-4	2.45	1.58

Inferential Analyses

Chi-Square Analyses

The four chi-square analyses testing the hypothesis of independence revealed no significant relationships between type of treatment (home, school, other) in 1980-1981 and placement (general education, special education resource, special education self-contained) in 1985-1986; between type of treatment in 1980-1981 and area of exceptionality (SED/SBD, mentally handicapped, other) in 1985-1986; between chronological age at entry (1-24 months, 25-36 months, 37-48 months, 49 months +) and placement (general education, special education resource, special education self-contained) in 1985-1986; or between chronological age at entry and area of exceptionality in 1985-1986.

Analyses of Variance.

The analysis of variance using type of treatment (home or school) in 1980-1981 as the independent variable and number of months in treatment as the dependent variable revealed a *significant difference* with $p < .06$ (see Table 2).

TABLE 2

ONE-WAY ANALYSIS OF VARIANCE FOR TYPE OF TREATMENT USING MONTHS IN TREATMENT AS DEPENDENT VARIABLE ($n = 49$)

Variable	Result
F Value	$F_{1,47} = 3.69$
p Value	$p < .06$
Home: Mean;SD	20.00; 11.51
School: Mean;SD	31.84; 23.91

The analysis of variance using the current placement (general education, special education resource, special education self-contained) in 1985-1986 as the independent variable and the number of months in treatment as the dependent variable also revealed *significant differences* with $p < .03$ (see Table 3). As indicated in Table

TABLE 3

ONE-WAY ANALYSIS OF VARIANCE FOR PLACEMENT IN 1985-1986 USING MONTHS IN TREATMENT AS DEPENDENT VARIABLE ($n = 49$)

<u>Variable</u>	<u>Result</u>
F Value	$F_{2,46} = 3.98$
p Value	$p < .03$
General Education: Mean;SD	17.95; 9.58
Special Education Resource: Mean;SD	29.43; 21.42
Special Education Self-Contained: Mean; SD	35.30; 25.07

3, the order of the means from lowest to highest was general education, special education resource, and special education self-contained.

The analysis of variance using area of exceptionality (SED/SBD, mentally handicapped, other) in 1985-1986 as the independent variable and months in treatment as the dependent variable revealed no significant differences (p.22). However, the order of the means in number of months from least to most was other areas of exceptionality, mentally handicapped, and SED/SBD; the standard deviations ranged from 1/2 to 5/7 of the means reflecting significant within group variance.

Discussion

Five years after leaving the Network Programs, 39% (19) of the followed-up students were in general education classes, 14% (7) were in special education resource classes, and 47% (23) were in special education self-contained classes--none had returned to the more restrictive placement in the Psychoeducational Program. Grade placements revealed apparent continuing academic problems with many students as only 15 (36%) were in fourth grade with others being primarily in the 3rd grade or in ungraded classes. This finding is consistent with the finding that 30 of the students continue to be identified as exceptional. However, only 29% (14) of the 49 students followed-up remained classified as SED/SBD. These results suggest that early services did positively impact on these students, that many students receiving early intervention can progress to be served in general education, and that area of exceptionality for many preschoolers is a dynamic and fluid characteristic which may change over time.

The results of the chi-square tests of independence suggest that these measures were insufficiently precise, too global to allow for complex(multivariate) relationships to be revealed, or that there are in fact no relationships among these variables.

The results of the one-way analyses of variance suggest that those students served at home might be less severely handicapped than those served in the program based on the significant difference in number of months in treatment. Regarding the result of significant differences between 1985-1986 placements and months in treatment, it may be true that those placed in general education are less severely handicapped than those placed in special education resource classes and those placed in special education self-contained classes. Of additional significance may be the fact that these students were identified early in their schooling experience thus facilitating their receiving services in the most appropriate setting (even though it may be restrictive) thereby reducing the problems often associated with educating seriously impaired youngsters.

Conclusions and Recommendations

A significant number of students originally served in SED/SBD programs are now served in less restrictive settings--including 39% in general education classes--five

years later. Early intervention may have been a significant factor in achieving these less restrictive settings. Further, there is a relationship between severity level in terms of number of months in treatment and location of service (home/school) and placement five years subsequent to treatment.

The areas of exceptionality do change for many preschoolers over time and thus a non-categorical approach is strongly supported.

Recommendations for additional research include the selection of additional precise outcome measures related to specific intervention programs, linking existing outcome measures to present and future development, exploration of relationships among demographic and intervention variables, and continued longitudinal investigation of these variables and measures (Casto & Lewis, 1986; Schafer, Spalding, & Bell, 1987).

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gia), David Craddock (Burwell), Patricia Hinely (Chatham-Effingham), Robert Gordon (South Metro), Michael Powell (Cobb/Douglas), David Fallin (Flint Area), Glenda Molton (DeKalb-Rockdale), Jim Bachrach (Oak Tree), Judi Kelley (Cedarwood), Steve Chester (Ogeechee), Wayne Moffett (Alpine), Harry Goodwin (Sand Hills), Juanda Ponsell (Griffin Area), Richard Swenson (Southwest), Georgia Moore (Northwest), and Robert Jacob (Rutland).

Reintegration of Severely Emotionally Disturbed/Behaviorally Disordered Students--A Two-Year Follow-up

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Rutland Program

Results are reported on a study in which the reintegration of 300 severely emotionally disturbed/behaviorally disordered students was examined for a second year. Results indicated that the order of the continuum of services changed in the second year to special education self-contained (29%), general education (28%), and special education resource (24%). While the order changed, the percent changes in the three placements ranged from 2% to 6%. A comparison between the first and second year placements revealed no significant differences. Regarding school groups, both the preschool and high school groups had more students in general education than in special education resource and special education self-contained classes. A comparison between first and second year placements by school group revealed no significant differences. Regarding changes in area of exceptionality over the two years for those students in special education placements, 15% of the students (21/144) changed placements--85% of the students maintained their area of exceptionality across both years. The stability of the reintegrative placements for the sample over the two year period is significant.

Introduction

The continuum of services for students with severe emotional disturbance or severe behavioral disorders (SED/SBD) is essential for comprehensive special education programming. Continuum of services models include general education (regular) programs, special education resource programs, special education self-contained programs in the schools, community-based treatment programs, special day schools, and residential schools or hospitals (Nelson, 1985).

Reintegration into less restrictive placements is an important goal of special education for SED/SBD students who demonstrate progress in achieving their Individualized Education Program (IEP) goals and objectives. Recent studies have focused

on the importance of reassignments and transitions of students to less restrictive settings along the continuum of services including studies of placement (Dallas Independent School District, 1981; Epstein & Cullinan, 1983; Levitt, 1982), transition to less restrictive settings (Bloom & Hopewell, 1982; Gross, 1984; Leone, 1984; Schneider & Byrne, 1984), and follow-up of preschoolers (Strain, Steele, Ellis, & Timm, 1982). While these studies provided useful results, the sample sizes and geographic areas were limited, the age groups narrow, and the time frames generally limited.

In a one-year statewide study of 382 reintegrated SED/SBD students ranging in age from preschool through high school, Swan, Brown and Jacob (1987) found that the expected continuum of services (most to least restrictive) was reversed during the reintegrative process with the predominant placement being full integration followed in descending order by resource class and self-contained class placements. There were significant differences by school age groups (preschool, school age, and high school). Further, of those reintegrated into less restrictive special education settings, 56% continued to be categorized as behavior disordered/severely emotionally disturbed (BD/SED) students.²

This study followed-up the reintegrated students studied by Swan, Brown and Jacob (1987) to examine the stability of reintegrative placements over two years. There were three research questions--each composed of two parts:

(a) Where were the reintegrated students placed along the continuum of services in 1985-1986, and how did this continuum compare with the placements from 1984-1985?

(b) What was the extent to which the school groups of the students were related to the types of placement in 1985-1986, and how did these results compare to those of 1984-1985?

(c) What was the type of exceptionality identified for students in special education placements for 1985-1986, and how did these results compare to those of 1984-1985?

Procedure

Definitions

The study was conducted within the Georgia Psychoeducational Network (Network), a statewide system of 24 multi-district, interdisciplinary programs (Programs), that provides comprehensive special education and support services to SED/SBD students, ages birth through 18 years, for the 186 local school districts in Georgia. The Network Programs are an integral part of the statewide continuum of services for SED/SBD students, serving as a community-based service delivery alternative between regional psychiatric hospitals and special education self-contained classes, special education resource classes, and general education classes. According to state regulations, a student is eligible for Program services if the primary

disability is SED/SBD, such as severe emotional disturbance (e.g., childhood schizophrenia, severe emotional deprivation, or adjustment reactions), severe behavioral disorders (e.g., neurological impairment, autism, cultural deprivation, developmental lag), or severe school related problems (e.g., manifested in behavior, socialization, communication, and academic skills) (Georgia Department of Education, 1982, IDDFd.3.20).

An SED/SBD student is integrated from Network Program services to a less restrictive placement when that student demonstrates gains in achieving IEP goals and objectives. When a student is considered for reintegration, the Program staff conduct an IEP/Placement Committee review meeting with input from an interdisciplinary team, a representative from the local education agency, and the student's parents. Current testing information and other records are reviewed to determine the student's present level of emotional and academic functioning. Selection of the type of service delivery to be used in the reintegration process is made on the basis of the individual student's needs. As a part of the reintegration process, the student is tracked (followed-up) by the Program staff during the transition to the new placement and on a periodic basis for a minimum of one year afterwards (Georgia Department of Education, 1983).

The students reintegrated in 1984-1985 were followed for a second year (1985-1986) to describe the current placements and the stability (similarities and differences) of those reintegrative placements over two consecutive years.

Subjects

The subjects consisted of 300 of the 382 SED/SBD students studied by Swan, Brown, and Jacob (1987) who had received Program services in 1984-1985. Subsequent to receiving Program services, these students were judged by an interdisciplinary team to have successfully accomplished their IEP goals and objectives for Program services during 1984-1985. As a result of this progress, the students had been reintegrated into less restrictive placements from 16 Network Programs during that same year ($n=382$).

The sample reduction from 382 to 300 was the result of attrition with only 12 of the 16 original Programs participating. A comparison of cell frequencies for the 1984-1985 and 1985-1986 samples for race, gender, placement, and exceptionality area revealed non-significant differences (+ or - 4% per cell); thus, there was no differential attrition based on these variables.

Male students outnumbered female students by a ratio of 2.5:1 (215 males and 85 females). There were 117 white males and 98 black males. Among female subjects, the racial distribution was almost equal with 43 white females and 42 black females. The sample included students in three broad school groups during 1984-1985 with the following frequencies in 1985-1986: preschool--under 5 years ($n=35$); kindergarten, elementary, and middle school--5-14 years, 11 mos. ($n=222$); and high school--15-18 years, 11 mos. ($n=43$).

Analyses

Frequency counts were completed to describe the type of placement the students received along the continuum of services described earlier. Tables were developed to compare 1985-1986 placements to those in 1984-1985. The placement data were then classified by school groups and a chi-square analysis was used to test the goodness of fit between the school groups of students and their reintegration placement in 1985-1986 versus their placement in 1984-1985. The expected cell values for the 1985-1986 data were the cell proportions from the 1984-1985 results for the same students. For area of exceptionality, frequency counts were completed for 1985-1986 and tables were developed to compare the 1985-1986 data to those of 1984-1985.

Results

Placement

1985-1986 Description

The 300 subjects were located in several placements along the continuum of services during 1985-1986, their second year of reintegration:

- 84 (28%) were assigned to general education classes;
- 73 (24%) were assigned to special education resource classes;
- 87 (29%) were assigned to special education self-contained classes;
- 16 (5%) were assigned to some other less restrictive setting (e.g., employed, home);
- 12 (4%) were assigned to a more restrictive setting (e.g., Youth Development Center, residential program, Network Program); and,
- 28 (9%) had been withdrawn from school or were otherwise unable to be located.

As revealed in these results, the full continuum of services was used. The predominant placements were special education self-contained (29%) and general education classes (28%) followed in descending order by special education resource classes (24%), other less restrictive settings (5%), and more restrictive settings (4%). It is significant that 91% of the sample was located and that only 4% were assigned to residential settings or returned to Network Programs over a two year period.

Comparison of 1985-1986 to 1984-1985 Results

A comparison between placements in 1985-1986 and 1984-1985 is displayed in Table 1 for general education, special education resource and special education self-contained classes. The continuum of services changed from 1984-1985--general education (35%), special education resource (33%), and special education self-contained (30%)--to 1985-1986--special education self-contained (36%), general

education (34%), and special education resource (30%). While the order changed, the percent changes ranged from 1% to 6%.

TABLE 1

**COMPARISON OF 1985-1986 PLACEMENTS TO 1984-1985
PLACEMENTS FOR GENERAL EDUCATION, SPECIAL EDUCATION
RESOURCE, SPECIAL EDUCATION SELF-CONTAINED PLACEMENTS
(n=244)^a**

1984-1985 PLACE- MENTS	1985-1986 PLACEMENTS			TOTALS
	GENERAL EDUCA- TION	SPECIAL EDUCA- TION RESOURCE	SPECIAL EDUCA- TION SELF- CONTAINED	
GENERAL EDUCATION	70	16	4	90
SPECIAL EDUCA- TION RESOURCE	14	52	9	75
SPECIAL EDUCA- TION SELF- CONTAINED	-	5	74	79
TOTALS	84	73	87	244

^a Does not include students who were assigned to some other less restrictive setting (16), who were assigned to some more restrictive setting (12), or who had been withdrawn or could not be located (28).

A total of 24% (60/244) of these students in general education, special education resource and special education self-contained classes changed reintegration placements from 1984-1985 to 1985-1986. Twenty-nine (29) students were placed in more restrictive placements and 19 were placed in less restrictive placements. Specific changes included:

a net reduction of 6 students in general education class assignments;
a net reduction of 2 students in special education resource classes;
a net increase of 8 students in special education self-contained classes;

Also, it is important to note that 12 other students of the 300 (4%) were placed in more restrictive placements (e.g., residential programs, returned to Network Programs) during the second year.

School Group by Placement

1985-1986 Description

The school group by placement data for 1985-1986 are presented in Table 2. Both the preschool and high school groups had more students in general education than

TABLE 2

PLACEMENTS FOR 1985-1986 BY SCHOOL GROUP (n = 244)^a

SCHOOL GROUP	GENERAL EDUCATION	SPECIAL EDUCATION RESOURCE	SPECIAL EDUCATION SELF-CONTAINED	TOTAL
PRESCHOOL	17 (71%)	2 (8%)	5 (21%)	24 (100%)
KINDERGARTEN, ELEMENTARY AND MIDDLE SCHOOL	56 (29%)	67 (34%)	72 (37%)	195 (100%)
HIGH SCHOOL	11 (44%)	4 (16%)	10 (40%)	25 (100%)
TOTALS	84	73	87	244

Chi-Square goodness of fit using 1984-1985 cell proportions for same group of students as expected values: $X^2 = 5.00$; $X^2_{4,05} = 9.49$

^a Does not include students who were assigned to some other less restrictive setting (16), who were assigned to some more restrictive setting (12), or who had been withdrawn or could not be located (28).

in special education resource and special education self-contained classes. The kindergarten, elementary, and middle school group had an even distribution across the continuum with the highest proportion of students in special education self-contained classes. The preschool group had only 8% in special education resource classes.

Comparison of 1985-1986 to 1984-1985 Results

A chi-square goodness of fit analysis was used to assess significant differences between reintegrated placements for the groups in 1984-1985 versus 1985-1986. The expected values were calculated based on the cell proportions for placement by age group in 1984-1985 for these same students. The resulting chi-square ($\chi^2 = 5.00$) was not significant at the .05 level. Thus, there are no significant differences between reintegrated placements in 1984-1985 and those for 1985-1986 for the sample as a whole. There were, however, several changes which might be indicators of future trends: the proportion of students in the preschool group in general education classes increased with a decrease in special education self-contained classes and there was an increase in the proportion of high school students in special education resource and a decrease for this group in special education self-contained classes. Both of these changes are toward less restrictive reintegrative placements.

Exceptionality

1985-1986 Description

Placement in special education resource ($n=73$) and special education self-contained ($n=87$) totaled 160 students. The distribution of areas of exceptionality for 1985-1986 is shown in Table 3. Over one-half (83) of those continuing in special

TABLE 3

PLACEMENT BY AREA OF EXCEPTIONALITY FOR 1985-1986 ($n=160$)^a

PLACEMENT	AREA OF EXCEPTIONALITY			LD	LD/BD	TOTAL
	BD/SED	MH	OTHER			
SP.ED. RESOURCE	52	5	7	7	2	73
SP.ED. SELF-CONTAINED	31	43	9	4	-	87
TOTALS	83	48	16	11	2	160

^a Does not include students in general education or any other placements.

education continued in BD/SED classes in the schools. Less than one-third (48) were placed in classes for the mentally handicapped, and those classified as LD (11) or a combination of LD/BD (2) together accounted for less than one-tenth of the placements.

Comparison of 1985-1986 to 1984-1985 Results

Comparing the exceptionalities of these students for 1985-1986 to those for 1984-1985 revealed several shifts (see Table 4):

10 students shifted from BD/SED with 6 of these students being classified as "Other";

7 students shifted from MH with 5 of these students being classified as BD/SED;

3 students shifted from "Other";

1 student shifted from LD/BD to LD.

There were changes for 15% (21/144) of the students in special education placements in area of exceptionality from 1984-1985 to 1985-1986.

TABLE 4

COMPARISON OF EXCEPTIONALITIES FROM 1985-1986 PLACEMENTS WITH EXCEPTIONALITIES FROM 1984-1985 PLACEMENTS (n = 144)^a EXCEPTIONALITIES FROM 1984-1985 PLACEMENTS

EXCEPTIONALITIES FROM 1985- 1986 PLACE- MENTS	BD/SED	MH	OTHER	LD	LD/BD	TOTAL
BD/SED	68	1	6	1	2	78
MH	5	38	1	-	1	45
OTHER	1	1	9	1	-	12
LD	-	-	-	8	-	8
LD/BD	-	-	-	1	-	1
TOTALS	74	40	16	11	3	144

^a Data are missing on 16 students.

Discussion and Conclusions

The reintegration placement (general education, special education resource, and special education self-contained) changed over the two year period for 20% of the students with 19 entering less restrictive placements and 29 entering more restric-

tive placements. An additional 4% (12) entered even more restrictive placements (e.g., residential programs or returned to Network Programs). The order of the continuum of placements shifted (based on this 20% change) to special education self-contained, general education, and special education resource--the overall difference among the three placements being 6%. The proportion in general education placements (28%) remains at the higher end of results reported in other studies--7% into general education (Dallas Independent School District, 1981), 25% reported by Levitt (1982), and 49% reported by Gross (1984) with about one-third of this latter group reporting problems in functioning in regular education. Further, the proportion in special education resource (24%) is higher than the 18% reported by Gross (1984) with the proportion in special education self-contained (29%) being approximately equal to the 33% reported by Gross (1984). Considering the small proportion of changes overall (20%), it is probable that most changes in reintegrated placement were based on individual student needs. The total changes to more restrictive placements outnumbered the changes to less restrictive placement along the continuum of services. This finding is consistent with the results reported by Gross (1984).

There were no significant differences between the school group placements for 1984-1985 and those for 1985-1986, thus confirming the stability reflected in the overall placements. While there were some shifts for the age groups, they balanced out in the overall placements. The increase in general education class placement for the preschool group may reflect the limitation of alternatives for preschool students as well as many preschoolers entering first grade and "being given a chance to succeed" without special assistance. The shift for the high school group to more special education resource classes may be an artifact as the overall sample for this group was reduced from the 1984-1985 sample because of graduation and difficulty in locating these students.

Among the students reintegrated into less restrictive placements, only 15% were reclassified into different exceptionalities during the second year. Thus, most students maintained their handicapping condition across the two year period.

Several implications follow from these results. First, the significant stability of reintegrated placements for these SED/SBD students indicates that continuing efforts will be necessary among all educators--leaders, teachers, and support personnel--to assure transitions and opportunities for all students in varied settings. Further, positive expectations of success for former SED/SBD students are reasonable and consistent with the least restrictive setting principles in federal and state statute. Second, with the changes specified in P.L. 99-457, more opportunities for reintegrative placement for preschoolers may be created. And third, the exceptionality areas remain fairly consistent in service delivery models which focus on specific criteria, e.g., the Network Programs which have been operating for SED/SBD students since 1972.

On a concluding note, while a second year of follow-up reveals a high level of success in these students maintaining their less restrictive and reintegrative placements tempered by a small number of students returning to more restrictive placements, the interpretation of findings in studies such as this are limited. Variables limiting interpretation include the availability of reintegration placements and the variety of philosophies of treatment programs and of school districts, of professional personnel providing services, of the students and their families, and of the community characteristics in which services are provided across the 12 Programs statewide. While continuing follow-up of these students is critical to assessing reintegrative placements, studies of these additional variables should be considered.

Summary

Eighty percent (80%) of the SED/SBD students reintegrated into less restrictive placements in 1984-1985 maintained those placements in 1985-1986; of the 20% who changed placements, 19 entered less restrictive placements and 41 entered more restrictive placements. The order of the continuum of placements shifted to special education self-contained, general education, and special education resource classes with the overall difference among the three placements being 6%. There were significant differences among the three school groups (preschool; kindergarten, elementary, and middle school; high school) for reintegrative placements in 1985-1986 but these differences were consistent with the differences found in 1984-1985 thus confirming the stability reflected in the overall placements. Additionally, 85% of the students maintained their area of exceptionality from 1984-1985 to 1985-1986. Over one-half of the students remained classified as BD/SED with less than one-third being placed in classes for the mentally handicapped. Thus, there is significant stability in reintegrative placements and in classification for these students over a two year period.

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²The term behaviorally disordered/severely emotionally disturbed (BD/SED) indicates a less severe classification (and placement) than severely behaviorally disordered/severely emotionally disturbed (SBD/SED) and is consistent with federal regulations which use the term severely emotionally disturbed. All handicapped students must be classified in some way consistent with federal regulations.

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Overview of Research Consortium Project Studies

The Georgia Psychoeducational Network Research Consortium is composed of representatives from the Program for Exceptional Children, Georgia Department of Education, the 24 Programs in the Network, and the University of Georgia. The 24 community-based Programs which comprise the Network are state funded (Department of Education) and are located throughout Georgia. The Network was begun in 1972 and now serves all severely emotionally disturbed and severely behaviorally disordered (SED/SBD) students in Georgia as one point on the continuum of services for this population. The research grant under which the following three studies were supported was conducted from September 1985 through December 1986. The Final Report is referenced at the end of each of the studies.

This project was successful because of the joint commitment of many individuals in the Georgia Department of Education, the Programs in the Georgia Psychoeducational Program Network, and the University of Georgia. Thanks for state support go to Joan A. Jordan, Director of the Program for Exceptional Children and Phillip H. Pickens, Coordinator of the Georgia Psychoeducational Network at the Georgia Department of Education. Particular appreciation for tireless efforts to collect and provide reliable and accurate data is expressed to the following directors and staff members of the Programs in the Georgia Psychoeducational Network: Larry Weiner (Director), Terry Fletcher, Paulette Stripland and Susan Wolkin (North Metro Program); Joseph Fehlig (Director), Bonnie Daniel, and Martha Massey (Oconee Area Program); Elizabeth Bell LeClair (Director), Marjorie Jennings, and Lyn Simon-ton (Middle Georgia Program); David Craddock (Director), Linda Phillips, Cynthia Daubenspeck, and Jan Norrell (Burwell Program); Patricia Hinely (Director) and Jeanne O'Conner (Chatham-Effingham Program); Robert Jacob (Director) and Kathy Graham (Rutland Program); Robert Gordon (Director), Penny Altenberg, Linda Dickson, Nancy Aloia, Samuel Taylor, and Pete Stellato (South Metro Program); Harry Hamm (Director), Darrell Pearson and Sam Herring (Comprehensive Psychoeducational Services Program); Michael Powell (Director), Jeannie Travillian, Pauline Terrell, Judy Barousse, and Susan Pilgrim (Cobb/Douglas Program); David Fallin (Director) and Kaye Bridges (Flint Area Program); George Andros (Director), Cathie Justen, Brenda Long, and Ruth Ann Sims (Child Development Program); Glenda Molton (Director) and Carol Price (Robert Shaw Program); Jim Bachrach (Director), Sheryl Hanif and Gloria King (Oak Tree Program); Judi Kelley (Director), Bonnie Bratcher, Monica Adams, Peggy Morgan, Shirley Seay, Kath-

leen Dukes, Susan McIntyre, and Debbie Kruk (Cedarwood Program); Kenneth Wallin (Director), Leslie McCracken and Shirley Parker (Golden Isles Program); Steve Chester (Director), Allen Kicklighter, Mary Hall and Connie Fields (Ogeechee Program); Martha Hickerson (Director), Jennifer McEntee, and Philip Mellor (Heart of Georgia Program); Homer Wells (Director), Dartha Patterson, and Eula Matthews (Woodall Program); Georgia Moore (Director), Thomas Nunn and Vicky Selman (Northwest Program); William Rivenbark (Director) and Frank Sumner (Harrell Program); Wayne Moffett (Director), Patsy Smith, and Carol Wade (Alpine Program); Harry Goodwin (Director) and Jean Williams (Sand Hills Program); Juanda Ponsell (Director), Susan Gill, and Denise Martin (Griffin Area Program); and Richard Swenson (Director), Judy Carter, and Annease Beverly (Southwest Program). Special appreciation is also extended to Dr. Mary M. Wood of the University of Georgia for her continuing interest and commitment to the needs of severely emotionally disturbed and severely behaviorally disordered students and their families. And thanks to Carolyn Combs for her tireless proofing and interest in this project and its results.

William W. Swan, Principal Investigator

Jamie W. Purvis, Project Coordinator

Norman J. Wood, Project Coordinator

A Quantitative Study of Georgia Severely Emotionally Disturbed/Severely Behaviorally Disordered Students (1984-1985 and 1985-1986)

A 31 item questionnaire was completed on each DSM-III diagnosed severely emotionally disturbed/severely behaviorally disordered student served in FY 1985 (n = 5008) and FY 1986 (n = 4226). Data from both years were consistent across all variables. While it is difficult to generalize concerning the characteristics of and services provided to these students, the results indicate that an SED/SBD student with a DSM III diagnosis was more likely to be male than female, lived with either one or two parents, and had never had a sibling who received Network services. While there was a wide variation in age and school grade at Program entry, one-half of the students were 9 years old or younger and in the 3rd grade or lower. At the time of referral, they had usually been in public school, most frequently in a special education class. The Network services provided were likely to be full or part-day classes. On the average, the students received 23 months of services during which time they made progress in their academic placement. When exited from the Program, they were more likely to be placed in a special education class than in regular education, and were not likely to be re-referred for Network services in the future.

Introduction

Over the past 11 years, the 24 programs comprising the Georgia Psychoeducational Network have collected the largest single body of information on severely emotionally disturbed (SED) children, ages 3 through 18, in the nation. The wealth of data consistently recorded each year by each of the 24 Programs in the Network affords an unusual opportunity to develop a unique body of knowledge concerning the characteristics of SED students, their families, and the programs which serve them.

A major portion of this Project study concerns characteristics of these SED students and their Programs. It is the purpose of this section of the report to present the results of the Project's demographic survey of SED students and the services that they received during the 1985 and the 1986 fiscal years.

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Method

The desired information was obtained from each of the 24 Network Programs by requesting the Programs' directors and evaluators to prepare a response to a 31-item questionnaire for each SED student who received Program services during the 1985 and 1986 fiscal years (July 1 through June 30 of each year). For purposes of this study, an SED student was defined as one who received a DSM III diagnostic classification when admitted to a program for services. Responses were received from all 24 programs and included data sheets on all SED students; thus the results represent an entire population of diagnosed SED students served by public education in the Network during a 2-year period in Georgia.

Results

The results will be presented in this report as follows: The data from the FY 1985 survey will be stated first with the FY 1986 data immediately following in parentheses, e.g., FY 1975 data (FY 1986 data). Any significant differences in the characteristics of the student population between the two years will be noted and discussed.

During FY 1985, 5,008 SED students received Network services and during FY 1986, 4,226 SED students received services. The smaller number of students reported for FY 1986 is due to a few Programs that were not able to supply questionnaires on all of the students served at the time of the Project deadline.

Gender and Race Characteristics

Of the SED students with DSM III diagnostic classifications, 78% (78.7%) were male and 22% (21.3%) were female. In terms of racial composition, 56.9% (55.7%) were white and 42.4% (43.5%) were black, with the few remaining being Hispanic, Native American, or "other."

Family and Siblings

The families of these SED students were fairly well divided between single parent families and families where both parents were present in the home. Single parent families comprised the home situation of 41.1% (41.9%) of the students and two-parent families were found in the home life of 45.3% (44.6%) of the students (see Table 1). The remaining 13.6% (13.5%) were either in foster homes or not living with either parent.

The great majority of the students, 91.6% (91.7%), never had a sibling who had received service in a Network Program (see Table 2). A small number of students, 7.5% (7.4%) had one sibling who was previously or currently enrolled in a Network Program, and less than 1% had either 2 or more siblings who had received Network services during each fiscal year (Table 2).

TABLE 1

FAMILY STATUS OF SED STUDENTS

FAMILY STATUS	FY 1985 FREQUEN- CY PERCENT		FY 1986 FREQUEN- CY PERCENT	
SINGLE PARENT	2,059	41.1	1,771	41.9
BOTH PARENTS	2,267	45.3	1,883	44.6
FOSTER CARE	242	4.8	199	4.7
OTHER	440	8.8	373	8.8

TABLE 2

SIBLINGS RECEIVING NETWORK SERVICES

NUMBER OF SI- BLINGS	FY 1985 FRE- QUENCY PER- CENT		FY 1986 FRE- QUENCY PER- CENT	
0	4,585	91.6	3,877	91.7
1	377	7.5	314	7.4
2	30	0.6	26	0.6
3 or more	16	0.3	9	0.2

Age and Grade at Entry

The majority of students, 53.6% (55.3%) entered Network Programs when they were age 9 or younger (see Table 3, below). However, Table 3 indicates that entry into Network Programs is not confined to any specific age group. In both FY 1985 and 1986 the number who entered at ages 3 through 5 is in the 200 to 300 range for each year, and the number who entered at ages 6 through 15 is about equally distributed at every age during each fiscal year. During both years, the entrance figures for under age 5 or over age 15 are less than 6.5% for each age.

The grade a student was in at time of Program entry reflects a similar pattern (see Table 4). Preschoolers comprise the largest grade in both fiscal years. Looking at the number and percent of students who entered a Program in grades K through 9 in Table 4, it is apparent that there is no single grade of entry that is dominant. However, nearly one-half of the students, 49.6% (51.0%), entered before they finished 3rd grade. This figure is consistent with the observation from Table 3 that a similar proportion of students entering treatment were 9 years old or younger.

TABLE 3

CHRONOLOGICAL AGE OF STUDENTS AT PROGRAM ENTRY						
AGE AT ENTRY	FY 1985 FRE- QUENCY PER- CENT CUMULATIVE PER- CENT			FY 1986 FRE- QUENCY PER- CENT CUMULATIVE PER- CENT		
0	29	0.6	0.6	27	0.6	0.6
1	81	1.6	2.2	53	1.3	1.9
2	166	3.3	5.5	143	3.4	5.3
3	274	5.5	11.0	233	5.5	10.8
4	267	5.3	16.3	265	6.3	17.1
5	299	6.0	22.3	283	6.7	23.8
6	394	7.9	30.2	326	7.7	31.5
7	419	8.4	38.5	352	8.3	39.8
8	378	7.5	46.1	322	7.6	47.4
9	378	7.5	53.6	333	7.9	55.3
10	351	7.0	60.6	318	7.5	62.8
11	325	6.5	67.1	293	6.9	69.8
12	342	6.8	73.9	294	7.0	76.7
13	321	6.4	80.4	272	6.4	83.2
14	381	7.6	88.0	286	6.8	89.9
15	324	6.5	94.4	222	5.3	95.2
16	181	3.6	98.0	118	2.8	98.0
17	71	1.4	99.5	60	1.4	99.4
18	23	0.5	99.9	17	0.4	99.8
19	4	0.1	100.0	7	0.2	100.0
20	0	0.0	100.0	2	0.0	100.0

Referral Data

In both FY 1985 and 1986, approximately three-fourths of the SED students were referred to Network Programs by their school, with referral by parents accounting for only about 9% (8.9%) of referrals (see Table 5). As Table 5 indicates, relatively few students were referred by other sources such as the Department of Family and Children's Services (DFCS), private physicians, and health departments.

At time of referral, approximately 79% (77.9%) of the students were in public school and only about 1% in private schools during each fiscal year (see Table 6 below). The remaining 20% were either in other institutions when referred or not enrolled in any educational program.

TABLE 4

GRADE OF STUDENTS AT TIME OF ENTRY INTO PROGRAM					
GRADE AT ENTRY	FY 1985 FREQUEN- CY PERCENT		FY 1986 FREQUEN- CY PERCENT		
PRE	770	15.4	659	15.6	
K	397	7.9	346	8.2	
1	546	10.9	461	10.9	
2	414	8.3	356	8.4	
3	357	7.1	333	7.9	
4	395	7.9	331	7.8	
5	315	6.3	287	6.8	
6	288	5.8	263	6.2	
7	378	7.5	298	7.1	
8	335	6.7	256	6.1	
9	356	7.1	219	5.2	
10	111	2.2	78	1.8	
11	45	0.9	35	0.8	
12	8	0.2	11	0.3	
OTHER	293	5.9	293	6.9	

TABLE 5

REFERRAL SOURCE FOR STUDENTS

REFERRAL SOURCE	FY 1985 FRE- QUENCY PER- CENT		FY 1986 FRE- QUENCY PER- CENT	
SCHOOL	3,686	73.6	3,101	73.4
PARENT	466	9.3	378	8.9
PHYSICIAN	118	2.4	104	2.5
PRIV. PSYCHOL.	30	0.6	41	1.0
MENTAL HEALTH	79	1.6	79	1.9
MR CENTER	38	0.8	33	0.8
DFCS	167	3.3	137	3.2
HEALTH DEPT.	109	2.2	85	2.0
JUV. COURT	9	0.2	11	0.3
OTHER	306	6.1	257	6.1

TABLE 6

SCHOOL AT REFERRAL TIME

REFERRAL SCHOOL	FY 1985 FRE- QUENCY PER- CENT		FY 1986 FRE- QUENCY PER- CENT	
PUBLIC SCHOOL	3,963	79.1	3,291	77.9
PRIVATE SCHOOL	56	1.1	46	1.1
NOT IN SCHOOL	455	9.1	380	9.0
OTHER	533	10.6	509	12.0

Nearly one-half of the students treated in FY 1985 and FY 1986 were in special education classrooms (either self-contained or resource) at time of referral to psychoeducational Programs (see Table 7). A large number, 1,383 (1,185), representing about 27.6% (28%) of the referrals, were in regular education at time of referral, with the remainder being served by a variety of sources such as Head Start, regional hospitals, and other psychoeducational Programs (see Table 7).

TABLE 7

STUDENT'S PLACEMENT AT TIME OF REFERRAL

PLACEMENT AT REFERRAL	FY 1985 FRE- QUENCY PER- CENT		FY 1986 FRE- QUENCY PER- CENT	
REGULAR	1,383	27.6	1,185	28.0
SP.ED. SELF- CONT.	912	18.2	745	17.6
SP.ED. RESOURCE	1,470	29.4	1,208	28.6
YDC	7	0.1	3	0.1
HEAD START	73	1.5	65	1.5
REGIONAL HOSPI- TAL	64	1.3	49	1.2
OTHER PSYCHO- ED.	111	2.2	99	2.3
STATE SCHOOL	6	0.1	9	0.2
PRIVATE	38	0.8	50	1.2
RESIDENTIAL				
MENTAL HEALTH	18	0.4	14	0.3
OUT OF SCHOOL	330	6.6	251	5.9
OTHER	596	11.9	548	13.0

Program Services

The survey results indicate that approximately one-half of the students in each year received Program services at a main center location, with the remaining number being served at outpost or satellite locations provided by each Program.

The particular Network school program in which the SED students were enrolled is shown in Table 8. The preschool program primarily designed for 3- and 4-year-olds had 549 (476) students, the school age program had 2,892 (2,544) students, and the adolescent program totaled 1,567 (1,206). It is apparent from further examination of the survey data that a few students are not placed in a program strictly according to age but in the program where they can be best served. For example, the survey questionnaires for both FY 1985 and 1986 indicate that it is not uncommon to find a 14-year-old in an adolescent program or a 5-year-old in a preschool program.

TABLE 8

PROGRAM PLACEMENT OF SED/SBD STUDENTS

SCHOOL PROGRAM	FY 1985 FRE- QUENCY PER- CENT	FY 1986 FRE- QUENCY PER- CENT
PRESCHOOL (3-4)	549 11.0	476 11.3
SCHOOL AGE (5-14)	2,892 57.7	2,544 60.2
ADOLESC. (15-18)	1,567 31.3	1,206 28.5

Most of the services to students provided by the Network were through therapeutic classes, either full day or part day. Full day services were provided for 43.1% (44.1%) of the students and part day for 37.3% (40%) as shown in Table 9 below. Other types of direct services were provided for 13.5% (11.1%) of the students in a school setting (see Table 9).

Further data from our survey indicate that of the 1,870 (1,691) students who were in part day classes at Network locations, approximately one-half spent the rest of the school day in special education resource rooms, with the other half being about equally divided between special education self-contained classes, and regular education. Nearly 90% (90.7%) of all students served were in public schools. Of the remaining 10%, 4.3% (3.1%) were not in school, less than 1% in each year were in private school, and the remaining 5.1% (5.9%) were in a variety of other institutions.

TABLE 9

PRIMARY SERVICE

PRIMARY SERVICE	FY 1985 FREQUENCY PERCENT		FY 1986 FREQUENCY PERCENT	
FULL DAY	2,159	43.1	1,862	44.1
PART DAY	1,870	37.3	1,691	40.0
SCHOOL ONLY	154	3.1	118	2.8
PARENT ONLY	150	3.0	84	2.0
CHILD ONLY	675	13.5	471	11.1

Program Exit

During FY 1985, 38% of the SED students receiving services exited from the program. During the following year, the exit rate was 35%. All three types of exit--circumstantial, provisional, and final--were well represented in our findings (see Table 10).

TABLE 10

EXIT TYPE	PROGRAM EXIT FY 1985 FREQUENCY PERCENT		FY 1986 FREQUENCY PERCENT	
CIRCUMSTANTIAL	757	39.3	580	39.7
PROVISIONAL	631	32.7	447	30.6
FINAL	540	28.0	435	29.8

The placement of these exited students is shown in Table 11. Approximately 38% (36.5%) of them were placed in special education classes (either self-contained or resource), with the next most common placement (20.1% (17.6%)) being in regular education.

During each school year, about 6% were placed in more restrictive settings, i.e., youth development centers, regional hospitals, or private residential schools. About 40% (39.7%) of the exiting students were designated circumstantial exits, i.e., withdrawn by parents or moved from the Program area.

TABLE 11

PLACEMENT AT PROGRAM EXIT

EXIT PLACEMENT	FY 1985 FRE- QUENCY PER- CENT	FY 1986 FRE- QUENCY PER- CENT
REGULAR	387(20.1)	256(17.6)
SP.ED. SELF- CONT.	321(16.7)	211(14.5)
SP.ED. RESOURCE	419(21.7)	321(22.0)
YDC	61(3.2)	45(3.1)
REGIONAL HOSP.	25(1.3)	17(1.2)
PRIVATE RESI- DENT.	25(1.3)	26(1.8)
WDRAWN	183(9.5)	142(9.7)
PSYCHO-ED.		
MOVED FROM AREA	274(14.2)	225(15.4)
OTHER	189(9.8)	181(12.4)

Of the adolescents who left Network Programs, 27.3% (29.9%) graduated from high school. Since many of the students moved from the area of their Program, their subsequent status was unknown. However, nearly 17% (16.4%) were employed and 6.4% (6.0%) were enrolled in further schooling, usually vocational education.

Length of Time of Program Services

The total length of time students had been enrolled in Network Programs to the end of FY 1985 and of FY 1986 is shown in Table 12. Close examination of these results indicates that there is no particular length of time for receiving Program services that is characteristic of SED students. More detailed analysis of the data reveals that the median service time was around 17 months for students in each fiscal year, i.e., one-half of the SED students received services for 17 months or less. Because a large number of students received services for 49 months or longer (see Table 12), the average (mean) time of receiving Program services was longer--22.9 (23.7) months.

TABLE 12

TOTAL LENGTH OF TIME ENROLLED IN NETWORK PROGRAMS

ENROLLMENT TIME (# MOS)	FY 1985 FRE- QUENCY PER- CENT	FY 1986 FRE- QUENCY PER- CENT
0-3	419 8.4	379 9.0
4-6	432 8.6	425 10.0
7-9	557 11.1	454 10.8
10-12	490 9.8	397 9.4
13-15	398 7.9	282 6.7
16-18	384 7.7	261 6.3
19-21	349 7.0	278 6.6
22-24	277 5.5	201 4.8
25-27	221 4.4	206 4.8
28-30	237 4.7	189 4.4
31-33	160 3.2	136 3.4
34-36	143 2.9	138 3.5
37-48	401 8.0	383 9.0
49 or More	540 10.8	487 12.0

Grade Level Progress

Further analysis of the survey questionnaires indicates that the average gain in grade level for students was one and one-half grades from the time of entry to the end of the FY 1986 school year. Since the average length of time of enrollment was 22.9 (23.7) months, it is apparent that these SED students on average continued to progress through the grade levels while receiving Program services.

Re-Referral

An interesting finding of the survey was that once a student exited from a Program, he or she was not likely to require readmittance to Program services. Only 12.8% (13.6%) had been previously exited and then readmitted for services. Further analysis shows that approximately one-half of those students re-referred had been previously circumstantially exited, indicating that they were withdrawn or moved out of the Program area and that Program personnel did not consider their need for services ended.

Primary DSM III Diagnoses

In order to more effectively summarize the results of the survey of the students' principal disorder*, an external consultant was asked to group the multiple DSM III diagnoses into a limited number of major categories. This suggested grouping was presented to the directors of the Network's Program Effectiveness Committee for their critical review. The directors then made some modifications in the grouping based upon their experience and knowledge of student problems.

The summary of students' principal DSM III diagnoses utilizing the above categories is presented in Table 13 for FY 1985 and 1986. During each year, adjustment disorders was the most prevalent with conduct disorders and attention deficit disorders following in importance.

TABLE 13

FREQUENCY OF DSM III PRIMARY DIAGNOSES BY GROUPING

DSM III CODE	FY 1985 FRE- QUENCY PER- CENT		FY 1986 FRE- QUENCY PER- CENT	
ADJUSTMENT DISORDERS	1,190	23.8	1,004	23.4
CONDUCT DISOR- DERS	959	19.2	701	16.7
ATTENTION DEFICITS	685	13.7	672	16.0
AUTISM	357	7.1	343	8.2
PERSONALITY DISORDERS	312	6.2	222	5.3
MOOD DISOR- DERS	252	5.0	238	5.7
AVOIDANCE DIS- ORDERS	310	6.2	265	6.3
RETARDATION	232	4.6	188	4.5
PSYCHOSIS	203	4.1	173	4.1
DEVELOPMEN- TAL LEARNING	262	5.2	197	4.7
ORGANIC/SUB- STANCE DIS- ODERS	48	1.0	30	0.7
NO DIAGNOSIS	198	3.9	163	3.9

Implications

These findings have several implications. First, it would appear that fairly equal numbers of children are being served in the main and satellite centers, indicating that the services are being offered as close as possible to their homes. There are nearly four times as many boys as girls being served; this may suggest that future screening procedures and child find procedures should be focused more closely on males. The majority of students have no siblings in the Programs.

In reference to age and grade at entry, it is clear that children are referred throughout the grades and at all age groups with an emphasis on the early school years. It appears there is a significant dropout rate at the high school years which parallels the dropout rate for normal students. It is evident that the large majority of students are referred by their school with some referrals by parents and other agencies. Thus, the burden for identifying and referring these students rests with the schools. The wide range of placements at time of referral suggests that identification procedures are wide in scope.

Services during FY 1985 and FY 1986 reveal most students were in the school-age group, with a decreasing number in preschool and high school grades. Considering its relative importance in the child population of Georgia and P.L. 99-457, the preschool group is clearly underserved, suggesting that perhaps identification and child-find efforts are not comprehensive with this age group for this population. This is also confounded, however, by the difficulty in diagnosing and labeling preschoolers. In terms of range of services, it is clear that there is a distribution across all primary services, indicating individualization of programs based on student need. The approximate equal distribution of full and part-day classes reflects the capacity of the Programs to provide a continuum of services based on student needs.

The Program exit data reveal that children do complete their IEP's and move to other placements. The circumstantial terminations also reveal that a number of students are removed from Programs because families move and for a variety of other reasons. The variety of placements (regular education, special education resource, special education self-contained) reveals further individualization to students' needs. The data show that a very small number exit into more restrictive placements. The length of time enrolled in Network Programs ranges widely but it is clear that few students come in for short periods of time, which is consistent with the diagnostic definition of SED. Children with severe problems need significant and long-term treatment.

The data on grade level progress indicate that many students do progress significantly in academic areas during a year of specialized treatment. At worst, the students are not losing academic skills but instead are enhancing them.

Finally, the re-referral rate would indicate that most students who complete IEP's are not re-referred for further services in the Network. In fact, one-half of the students re-referred had been circumstantially exited which would not indicate adequate progress (e.g., provisional or final termination). These data would appear to

be encouraging in terms of Network success of working effectively with these students.

Summary

While it is difficult to generalize concerning the characteristics of these students and the services rendered to them students, the survey results indicate that an SED/SBD student with a DSM III diagnosis who received Network services during FY 1985 and FY 1986 was more likely to be male than female, lived with either one or two parents, and had never had a sibling who received Network services. While there was a wide variation in age and school grade at Program entry, one-half of the students were 9 years old or younger and in the 3rd grade or lower. At time of referral, they had usually been in public school, most frequently in a special education class. The Network services rendered were likely to be full or part-day classes and, on average, they received 23 months of services during which time they made progress in their academic placement. When exited from a Program, they were more likely to be placed in a special education class rather than in regular education, and were not likely to be re-referred for Network services in the future.

Reference

Swan, W.W., Purvis, J.W., & Wood, N.J. (1987). Final report: The Georgia Psychoeducational Network Research Consortium. Grant No: G008530255 (PR # 023CH50181), U.S. Department of Education, Office of Special Education Programs, Research Projects Branch, Field Initiated Research, p. 14-31.

**Principal diagnosis according to the DSM III is the condition that was chiefly responsible for occasioning the evaluation or admission... the main focus of attention or treatment (p. 24). **

Further Characteristics of Georgia's Severely Emotionally Disturbed/Severely Behaviorally Disordered Students: A Sample Survey--1984-1985

A total of 344 students were selected in a stratified random sampling procedure proportional in representation to the FY 1985 population with regard to school program, race, sex, program location, and DSM III diagnoses grouped into 12 discrete categories. While generalizations across characteristics and students are difficult because of the variance, most students were in full-day or part-day placements, socialization and behavior goals accounted for over half of all the annual goals and short-term objectives, the PIAT achievement test was used most frequently to measure achievement, the IQ score generally represented the lower end of the average range, 53% of the students received either free or reduced school lunches; and the average hours of contact with a student's parents, schools and other agencies totaled 18.1 hours annually. The six most common categories of referral problems were: disruptive behaviors, avoidance of peers, peer aggression, tantrums, lack of concentration and moodiness. These categories accounted for 40% of the referral problems reported.

Introduction

Additional information on the characteristics of students in the Network Program was developed by the use of a stratified random sample drawn from the FY 1985 severely emotionally disturbed/severely behaviorally disordered (SED/SBD) population. While financial resources limited the possibility of obtaining this additional information on the entire FY 1985 SED student population, data on 344 students representing approximately 7 per cent of the total number of students served in FY 1985 were obtained for our sample survey. This sample of the SED students served by the Network in FY 1985 was representative of the entire SED student population (5008) in important student characteristics.

Method

The study director and the coordinators selected the stratified random sample which was proportional in representation to the entire FY 1985 SED/SBD popula-

tion served by the Network in regard to: (1) school program (ages 3-4, ages 5-14, ages 15-18); race; gender; program location; and the 12 DSM III categories. The desired information was obtained from each of the 24 Network Programs by requesting the Program's directors and evaluators to prepare a response to a 27 item questionnaire for the selected students.

Results

Current Service

The type of Network service rendered to the 344 selected students in the sample closely resembled that for the entire SED student population served in FY 1985. Table 1 indicates that full day service was provided for 42.7% of those in the sample; part day for 32.0%. Other types of direct services were provided for the remaining 25.3% of the students in a school setting.

TABLE 1

PRIMARY SERVICE, SAMPLE GROUP, FY 1985

PRIMARY SERVICE	FREQUENCY	PERCENT
FULL DAY	147	42.7
PART DAY	110	32.0
CHILD	51	14.8
SCHOOL	24	7.0
PARENT	12	3.5
TOTAL	344	100.0

Objectives/Goals

The sample questionnaire asked directors and evaluators to list annual and short term objectives or goals for each student.

Improvement in socialization and behavior were stated objectives for approximately 290 of the 344 students in the survey sample

with communication and academic goals stated for approximately 250 of these students. Other goals listed were pre-academic (42) and motor skills (17) (see Table 2).

TABLE 2

OBJECTIVES/GOALS FOR SAMPLE SURVEY STUDENTS

OBJECTIVE/GOAL	FREQUENCY	PERCENT OF STUDENTS HAVING EACH GOAL
SOCIALIZATION	292	85.0
BEHAVIOR	289	84.0
COMMUNICATION	250	72.7
ACADEMIC	245	71.2
PRE-ACADEMIC	42	12.2
MOTOR SKILLS	17	4.9

Achievement Level

The Peabody Individualized Achievement Test (PIAT) was the most frequently used test for students in the sample survey, being taken by 105 students (Table 3, Column 1). The Brigance was next, with 55 students taking it. Only 10 other students took the California Achievement, Georgia Criterion Referenced--4th Grade (CRT 4), or the Georgia Basic Skills Test (BST) (Table 3, Column 1).

TABLE 3

ACHIEVEMENT TEST RESULTS FOR SED/SBD SAMPLE SURVEY
(ENTRIES IN GRADE LEVELS)

FREQUENCY	TEST	MATH MEAN SCORE GRADE LEVEL S.D. GRADE	READING MEAN SCORE GRADE LEVEL S.D. GRADE
105	PIAT	61.4 4.4 2.8	66.4 4.6 4.7
55	BRIGANCE	62.3 3.5 2.1	66.8 4.6 2.9
5	BST	301.4 - -	315.6 - -
4	CAL.ACH.	- 3.5 3.1	- 3.3 3.3
1	CRT-4	200. - -	200. - -
103	OTHER	59.6 3.6 2.0	61.7 4.1 2.9
71	NONE	- - -	- - -

Mathematics achievement by students was at the 4.4 grade level (PIAT test) and at the 3.5 grade level (Brigance Test, Table 3). Reading achievement was at the 4.6 grade level for students taking the PIAT and the Brigance tests. These mathematics and reading grade levels should be noted in regard to students' average grade level at program entry (grade 3) and average length of stay in the Network Programs (23 months) as revealed in the study of all students who received services in FY 1985.

IQ Tests

The IQ scores for a majority of the students (220) were obtained with the Wechsler Intelligence Scale for Children-Revised (WISC-R) with the next largest number obtained with the Binet (Table 4). Less than 10 students were tested with the Wechsler Adult Intelligence Scale (WAIS), Bailey, Leiter, WISC-R, Kaufman or the McCarthy Tests (Table 4). The mean test scores for each test are shown along with the standard deviations (S.D.) and the ranges. The results suggest that the IQ of the sample generally represented the lower end of the average range. However, the variability indicates a wide fluctuation. The extent to which intellectual functioning is impaired by severe emotional disturbance is unknown.

TABLE 4

IQ TESTS FOR SED SAMPLE SURVEY

TEST	FREQUENCY	MEAN SCORE	S.D.	RANGE
WISC-R	220	80.7	17.6	40-134
BINET	44	65.6	21.5	24-119
WAIS	9	79.0	12.0	67-105
BAILEY	8	55.0	25.3	17-93
LEITER	7	72.3	23.6	37-106
WISC	6	81.7	12.0	68-98
KAUFMAN	4	100.0	12.7	91-108
(KABC)				
MCCARTHY	1	60.0	-	-
OTHER	45	-	-	16-109

Free or Reduced School Lunch

Participation in Free or Reduced School Lunch was selected as a proxy for low family economic status. The majority of students (53%) were receiving a free or reduced price school lunch because of their family's economic status.

TABLE 5
PROBLEMS AT REFERRAL FOR SED/SBD SAMPLE GROUP

PROBLEMS	NUMBER OF DESCRIPTORS	FREQUENCY	PERCENT	CUMULATIVE PERCENT
DISRUPTIVE BEHAVIORS	9	179	12.1	12.1
AVOIDS PEERS	5	110	7.5	19.6
PEER AG- GRESSION	3	97	6.6	26.2
TANTRUMS	2	76	5.1	31.3
LACK OF CONCENTRA- TION	2	69	4.7	36.0
MOODINESS	1	67	4.5	40.5
CONFIDENCE	3	56	3.8	44.3
OVERACTIVE	1	51	3.5	47.8
ATTENTION	3	46	3.1	50.9
ACADEMIC	1	42	2.8	53.7
AVOIDS SITUATIONS	3	41	2.8	56.5
DISTRAC- TABLE	2	41	2.8	59.3
SPEECH	1	40	2.7	62.0
OVER- ANXIOUS	2	35	2.4	64.4
AGGRESSIVE TOWARD PROPERTY	1	34	2.3	66.7
LYING	1	31	2.1	68.8
UNOR- GANIZED	2	30	2.0	70.8
DAYDREAMS	1	30	2.0	72.8
IMPULSIVE	1	29	2.0	74.8
MOTIVATION	2	29	2.0	76.8
CONTROL- LING	2	27	1.8	78.6
FRUSTRATED	2	27	1.8	80.4
IMMATURE	1	27	1.8	82.2

TABLE 5 (Continued)

PROBLEMS AT REFERRAL FOR SED/SBD SAMPLE GROUP

PROBLEMS	NUMBER OF DESCRIPTORS	FREQUENCY	PERCENT	CUMULATIVE PERCENT
RITUALISTIC	1	25	1.7	83.9
PHYSICAL	1	21	1.4	85.3
COMPLAINTS				
AGGRESSIVE	2	21	1.4	86.7
TOWARD SELF				
AVOIDS	1	19	1.3	88.0
ADULTS				
DOESN'T FOL-	2	19	1.3	89.3
LOW DIREC-				
TIONS				
CRYING	1	18	1.2	90.5
SPELLS				
ATTENDANCE	1	18	1.2	92.0
PROBLEMS				
LANGUAGE	1	17	1.2	93.2
SUSPICIOUS	1	16	1.1	94.3
EXPRESSES	2	14	< 1%	
EMOTIONS				
CURSES	1	14	< 1%	
PERSEVERA-	2	10	< 1%	
TION				
COORDINA-	1	10	< 1%	
TION				
REALITY	1	7	< 1%	
JEALOUS	1	7	< 1%	
REGRESSIVE	1	6	< 1%	
SELF HELP	1	6	< 1%	
SKILLS				
SILLINESS	1	5	< 1%	
FORGETFUL	1	5	< 1%	
EYE CONTACT	1	2	< 1%	
LISTENING	1	2	< 1%	5.7
TOTALS		1476		100.0

Problems at Referral

Directors and evaluators were asked to indicate all of the high priority problems noted at the time of staffing (placement) for each of the 344 students. For most students, three to six problems were reported. Table 5 contains categories representing composites of similar types of problems and a numerical count of the number of times the problems in each category were reported. The six most common categories of problems reported were: disruptive behaviors (12.1%); avoids peers (7.5%); peer aggression (6.6%); tantrums (5.1%); lack of concentration (4.7%); and moodiness (4.5%). Together, these six categories of problems comprised approximately 40% of those reported (Table 5).

Contacts with Parents, Schools and Agencies

The sample survey included information on the total annual staff contacts with parents, the students' schools and participating agencies. The average number of total contact hours for each student provided to parents by staff and the nature of the contacts are shown in Table 6. The most time spent in working with parents was that involving planning conferences (3.78 hours per student), phone contact (2.34 hours per student), and in home programs (1.72 hours per student, see Table 6). Survey data on annual staff contact with students' schools show that an average of 2.59 hours per student was spent in contact with a student's teacher. Other contact time per student was as follows: phone contact with school, 1.27 hours; meet-

TABLE 6

STAFF CONTACT WITH PARENTS

TYPE OF CONTACT	AVERAGE TOTAL HOURS PER STUDENT
PLANNING CONFERENCES	3.78
PHONE	2.34
HOME PROGRAM	1.72
OBSERVATION	.73
TRAINING	.47
CRISIS INFORMATION	.40
CANCELLATIONS	.64*

*Cancellation data are actual number of cancellations per student, not hours.

ings with school principal, .64 hours; meetings with school counselor, .60 hours; and other school contacts, 1.07 hours.

Annual contact by staff with other agencies (per student) was as follows: Department of Family and Children's Services, .28 hours; Department of Mental Health, .39 hours; Department of Human Resources, .35 hours; private agencies, .21 hours; and other agency contact, .31 hours.

If all of the above cited hours of contact are summed, the data reveal that the annual average hours of staff contact per student with parents, schools and agencies totaled 18.1 hours during FY 1985.

Reference

- Swan, W.W., Purvis, J.W., & Wood, N.J. (1987) Final report: The Georgia Psychoeducational Network Research Consortium. Grant No: G008530255 (PR# 023CH50181), U.S. Department of Education, Office of Special Education Programs, Research Projects Branch, Field Initiated Research Project, p. 32-39.

Personnel of the Georgia Psychoeducational Network (1984-1985)

The analyses of personnel data are comprised of three groups--classroom personnel (n=699), clinical personnel (n=242), and administrative personnel (n=189)--for a total of 1130 personnel studied in FY 1984-1985. Among classroom personnel, the lead teachers had either a bachelor's or a master's degree with most having certification in the area of behavior disorders (BD) or interrelated. The large majority of teacher aides had high school diplomas. Lead teachers had an average of 6.7 years of work experience and teacher aides had an average of 4.8 years of experience--both of which had 2/3 of their experiences in the Network, generally at one program. Among clinical personnel (e.g., social workers, infant workers, psychologists, psychiatrists, psychometrists, specialty therapists), more than half had master's, 6th year, or doctoral degrees with corresponding certification levels. The certification areas ranged over 19 areas including behavior disorders, infant care, psychology, social work, and visiting teacher. The clinical personnel averaged 7.1 years of experience with almost 3/4 of their experience in the area of SED/BD and in the Program where they are currently employed. Among administrative personnel, 80% of the directors held the doctorate or 6th year degree with certification in several areas including administration, psychology, behavior disorders, school psychology and counselling. Of the 56 coordinators, 3/4 had master's degrees and 1/5 had 6th year degrees with behavior disorders being the predominant certification. This group had approximately 3/4 of its professional experiences in the Network and more than half of that experience in one Program.

Introduction

The quality of personnel is one of the vital components of a program designed to serve SED students. Program staff should possess an appropriate educational background and the ability to meet state certification requirements for their position. Years of experience in their field, in the Network, and in their particular Program are also important considerations in evaluating personnel quality.

Method

All 24 Program directors were requested to supply detailed data on their personnel. For each position in their Program during 1984-1985, the directors provided the following information: degree held, area(s) of degree, state certification held, years of lifetime work experience, years of experience in ED/BD, years of experience in

the Network, and years of experience in their particular Program. This information was received from all 24 Programs comprising the Georgia Psychoeducational Network.

Results

For purposes of analysis, all Network positions have been grouped into three major categories: (1) classroom personnel who provide direct educational services to students on a sustained basis, including lead teachers and their support teachers (aides); (2) clinical personnel who provide services to students or their families on an intermittent basis which supplements the daily educational program, including social workers, psychologists and psychiatrists, infant program workers, parent workers, and a number of specialty therapists (speech, art, music, recreation, etc.); (3) administrative personnel who provide backup assistance and leadership for personnel in the program but do not personally provide classroom or clinical services directly to students, including Program directors and evaluators, coordinators, secretaries, clerical, and maintenance workers.

During FY 1985, the Network had 1,130 authorized positions as shown in Table 1 below. Sixty-two (62%) percent of total positions were for classroom teachers--with 349 being lead teachers and 350 teacher aides (see Table 1). Clinical personnel numbering 242 (21.4% of total personnel) included social workers (82), psychologists and psychiatrists (41), infant program workers (31); parent workers (29), as well as a number of specialty therapists.

Administrative personnel (189 or 16.8% of all personnel) included: Program directors (24); Program coordinators (61); Program evaluators (17); secretaries (64); and maintenance personnel (23) (Table 1).

The educational background and the professional experience of program personnel are vital factors in determining the quality of service delivered to students. Examination of degrees held, the level and area of state certification, and work experience is necessary to gauge the expertise of Network employees. Data are summarized for each of the three personnel categories in Table 1 and Tables 2-9.

1. Classroom Personnel Degrees

Of the 315 lead teachers employed during FY 1985, 170 held B.S. or B.A. degrees; 142 had master's degrees; and 3 had 6th-year specialist degrees (Table 2). The great majority (270) of teacher aides had a high school degree, 11 had two years of college; 36 had a bachelor's degree; and 1 had a master's degree (see Table 2).

Certificate level.

Further analysis of our data showed that lead teachers held state certification at levels which were generally in keeping with their years of college education. Our survey revealed that 171 teachers had level 4 certificates, 136 held level 5 certification,

TABLE 1

NETWORK PERSONNEL POSITIONS AUTHORIZED--FY 1985			
CATEGORY	POSITIONS*	# OF POSITIONS	PERCENT
I CLASSROOM	LEAD TEACHER	349	30.9
	TEACHER AIDE	350	31.0
	GROUP TOTAL	699	61.9
II CLINICAL	SOCIAL WORKER	82	7.3
	SOCIAL WORKER	19	1.7
	TECHNICIAN		
	INFANT PROGRAM	31	2.7
	PARENT WORKER	29	2.6
	PSYCHOLOGIST	35	3.1
	PSYCHIATRIST	6	0.5
	PSYCHOMETRIST	11	1.0
	SCHOOL LIAISON	5	0.4
	COUNSELOR	1	0.1
	RECREATIONAL	4	0.4
	THERAPIST		
	MUSIC THERAPIST	2	0.2
	VOCATIONAL	3	0.3
	TEACHER		
	ART THERAPIST	2	0.2
	SPEECH	9	0.8
	THERAPIST		
	OCCUPATIONAL	2	0.2
	THERAPIST		
III ADMINISTRATIVE	NURSE	1	0.1
	GROUP TOTAL	242	21.4
	PROGRAM DIRECTOR	24	2.1
	PROGRAM COOR-	61	5.4
	DINATOR		
	PROGRAM	17	1.5
	EVALUATOR		
	SECRETARY	64	5.7
	MAINTENANCE, ETC.	23	2.1
	GROUP TOTAL	189	16.8
TOTAL		1,130	100.1

*At the end of the reporting period for FY 1985, 85 of the 1,130 authorized positions were unfilled. They included: lead teacher, 34; teacher aide, 32; social worker, 4; infant worker, 1; psychologist, 1; psychometrist, 2; program coordinator, 5; secretary, 1; and maintenance worker, 5.

and 3 were certified at level 6. The teacher aide position does not require teacher certification. However, all aides receive training which eventually enables them to earn Rank 1 or 2 classification under the State Merit System. Our study showed that of the 318 aides, 174 had achieved Rank 1 and 67 had attained Rank 2. In addition, 3 had teacher certification (grade 4), and the remaining 74 were working toward State Merit Rating.

TABLE 2

DEGREES HELD BY CLASSROOM PERSONNEL, FY 1985

DEGREES	LEAD TEACHERS	AIDES
LESS THAN HIGH SCHOOL	0	0
HIGH SCHOOL	0	270
2 YEARS COLLEGE	0	11
BA/BS	170	36
MASTER'S	142	1
6th YEAR	3	0
DOCTORATE	0	0
TOTAL	315	318

TABLE 3

AREAS OF CERTIFICATION FOR LEAD TEACHERS, FY 1985

AREAS	# OF LEADER TEACHERS
BEHAVIOR DISORDERS	271
BD INTERRELATED	22
ELEMENTARY ED.	6
BEHAVIORAL SCIENCE	6
MENTAL RETARDATION	5
OTHER*	5
TOTAL	315

*Psychology (2), Art (1), Social Science (1), Physical Ed. (1).

Area of certification

In-depth training in behavioral disorders (BD) is the most appropriate educational background for Network teachers. Of the 315 lead teachers, 271 were certified in BD, 22 in BD Interrelated, with the remaining 22 in a variety of different areas applicable to their classroom duties (Table 3).

Teacher aides do not receive area certification, although the Rank 1 or 2 Merit System ranking is evidence of adequate training in working with SED/SBD students.

Experience.

Lead teachers employed during FY 1985 had an average of over 5 years' experience in Emotionally Disturbed (ED), Behavioral Disorder (BD) work, and 4-1/2 years' experience in the Network, almost all of which was in the particular Program where they were employed (Table 4). Teacher aides generally had less experience: a little over 4 years in ED/BD, which was also obtained mainly in the Program in which they were employed during FY 1985 (Table 4).

TABLE 4
MEAN YEARS OF WORK EXPERIENCE FOR CLASSROOM PERSONNEL, FY 1985

TITLE	LIFETIME WORK EX- PERIENCE	ED/BD	NETWORK	PROGRAM
LEAD TEACHERS	6.7	5.3	4.6	4.5
AIDES	4.8	4.2	4.1	4.0

II. Clinical Personnel

There are a number of Network personnel who work with students or their families on a regular but not on a daily basis. These include social workers, infant program staff, psychologists, psychiatrists, and special therapists such as speech, recreation, music, art, etc., listed in Table 1 above.

Degrees.

The degrees held by clinical personnel employed during FY 1985 are shown in Table 5 below. Inspection of this table shows that the majority of clinical personnel (85) held either BA/BS or a master's degree (104). The bachelor's degree was mainly held by social workers, infant and parent workers, and social worker technicians, while master's degrees were mostly held by social workers (50), psychologists (14),

psychometrists (8), and parent workers (8). Sixth-year certificates were mostly held by psychologists (11) as were doctorates (9), while psychiatrists held the required MD degree (6). Overall, the educational background of clinical personnel was high, with only 16 of the 234 workers having less than a bachelor's degree (Table 5).

TABLE 5

HIGHEST DEGREE HELD BY CLINICAL PERSONNEL, FY 1985									
DEGREES SW	SWT	IW	PW	P1	P2	P3	SL	ST	TOTAL
HIGH SCHOOL	0	4	4	2	0	0	0	0	10
2-YR. COLL.	0	0	1	5	0	0	0	0	6
BA OR BS	26	10	18	13	0	0	1	14	85
MASTER'S	50	5	6	8	14	0	8	9	104
6TH-YEAR DOC.	0	0	1	1	11	0	0	0	13
TORATE	0	0	0	0	9	6	0	1	16
TOTALS	78	19	30	29	34	6	9	24	234

SW = Social Workers; SWT = Social Wk. Technician; IW = Infant Workers; PW = Parent Workers; P1 = Psychologists; P2 = Psychiatrists; P3 = Psychometrists; SL = School Liason; ST = Speech Therapists

Certificate level.

Clinical workers generally held state certification at level 4 or 5, with 86 workers certified at level 4, and 93 at level 5 (Table 6 below). The level of certification for each occupational group tended to reflect their years of education at the bachelor's level and higher. For example, personnel with the BA/BS degree tended to have level 4 certificates; those with master's level 5, etc., through the doctorate at level 7 (see Table 6).

TABLE 6

CERTIFICATION FOR CLINICAL PERSONNEL, FY 1985										
CERTIFI- CATE	SW	SWT	IW	PW	P1	P2	P3	SL	ST	TOTALS
NONE	1	3	2	2	0	0	0	0	2	10
4	28	12	18	13	0	0	1	1	13	86
5	42	3	7	8	13	0	8	4	8	93
6	7	1	3	6	13	0	0	0	0	30
7	0	0	0	0	8	6	0	0	1	15
TOTALS	78	19	30	29	34	6	9	5	24	234

SW = Social Workers; SWT = Social Wk. Technician; IW = Infant Workers; PW = Parent Workers; P1 = Psychologists; P2 = Psychiatrists; P3 = Psychometrists; SL = School Liason; ST = Speech Therapist

TABLE 7
AREAS OF CERTIFICATION FOR CLINICAL PERSONNEL, FY 1985

AREA	SOCIAL WORKERS	SOCIAL WORK TECH- NICIANS	INFANT WORKERS	PARENT WORKERS	PSYCHOLO GISTS	SCHOOL LIAISONS
BEHAVIOR DISORDERS	7	1	15	1	1	4
BE- HAVIORAL SCIENCES		1	1	1		
EARLY CHILDHOOD ELEM. EDUCATION		1		1		
FAMILY THERAPY	1					
HOMEMAK- ING				1		
INFANT CARE			1			
LEARNING DISAB.	2					
MENTAL HEALTH				4		
MENTAL RETARD.	1		1			
PSYCHOL- OGY				1	11	
RECREA- TION				1		
SOCIAL SCIENCE		1				
SOCIAL WORK	46	11	7	12		
SOCIOLOGY		2		5		
SCHOOL COUNSEL.	1	2				
SCHOOL PSYCH.	1				21	
SCHOOL PSYCHOM.	1				1	
VISITING TEACH.	18			1		1
TOTAL	78	19	30	29	34	5

*The following clinical personnel had area certification which was the same as their job title: Art Therapy, Music, Nurse, Occupational Therapist, Psychiatrist, Recreational Therapist, Speech Therapist (Total 39).

Area of Certification

The areas of certification for clinical personnel are shown in Table 7. Of the 78 social workers, 46 were certified in social work, 18 as visiting teachers, and 7 in BD. The remainder (7) were certified in a number of different job-related areas.

Most social worker technicians (11 of 19) were certified in social work; infant workers and school liaison personnel were certified mainly in BD; parent workers most commonly were certified in social work; and psychologists were certified in school and clinical psychology (Table 7). The remaining clinical staff members were certified in the same area as their occupational title, e.g., occupational therapy, art, music, speech and recreational therapy, etc.

Experience

Clinical personnel generally had more years of work experience than lead teachers and aides. The average lifetime work experience was 7.1 years, with 5.6 years of that experience in ED/BD (Table 8). Nearly all of that ED/BD experience (5.3 years) was gained in the particular Network Program in which they were employed during FY 1985.

TABLE 8

CLINICAL WORKER'S MEAN YEARS OF EXPERIENCE, FY 1985

# OF PERSONNEL	TITLE	LIFETIME WORK EXPERIENCE	ED/BD	NET- WORK	PROGRAM
78	SOCIAL WORKER	6.9	5.6	5.4	5.4
19	S.W. TECHNICIAN	9.6	6.3	6.1	6.1
30	INFANT WORKER	6.4	5.1	5.0	5.0
29	PARENT WORKER	7.5	6.1	5.8	5.5
34	PSYCHOLOGIST	7.6	5.8	5.2	5.0
6	PSYCHIATRIST	5.3	5.0	4.7	4.5
9	PSYCHOMETRIST	5.1	5.0	4.6	4.6
5	SCHOOL LIAISON	15.6	11.0	10.0	8.8
24	SPEC. THERAPIST	5.2	4.4	4.1	4.1
234	(AVERAGE)	7.1	5.6	5.3	5.3

III. Administrative Personnel

Administrative personnel include Program directors, coordinators and evaluators, as well as secretarial and maintenance personnel (Table 1 above).

Degrees, Certifications, and Areas.

Of the 24 Program directors, 10 had doctorates, 9 had 6th-year program degrees, and 5 had master's degrees. The level of state certification they held tended to correspond with the degree level of directors; 10 had level 7 certification, 9 had level 6, and 5 had level 5 certification. Considering areas of certification, 9 had certification in administration, 6 in psychology, 6 in BD, 2 in school psychology, and 1 in counseling.

The Network had 56 Program coordinators, 43 of which had master's degrees, 11 had 6th-year degrees, 1 had a doctorate, and 1 had a bachelor's degree. Forty four (44) had level 5 certification, 8 had level 6, 2 had level 4, and 1 had level 7. BD was the most common area of certification for coordinators, with 36 so certified. Other areas of certification and the number of coordinators certified in those areas were: psychology 6, BD interrelated 4, counseling 4, social work 3, early childhood 2, and 1 in psychometry.

Administrative personnel had the most years of work experience in all areas: lifetime, ED/BD, Network, and Program (Table 9). Directors had the most work experience of any occupational group, closely followed by Program coordinators. Evaluators, secretaries, and maintenance personnel all had more experience in Network/Program employment than classroom or clinical workers. This finding may be related to the "burnout" factor affecting classroom and clinical personnel who work closely with SED students.

TABLE 9

YEARS OF EXPERIENCE, ADMINISTRATIVE PERSONNEL, FY 1985

# OF PERSONNEL	TITLE	LIFETIME WORK EXPERIENCE	ED/BD	NET-WORK	PROGRAM
24	PROGRAM DIRECTOR	16.5	14.9	11.0	8.8
56	COORDINATOR	11.2	9.8	8.8	8.8
17	PROGRAM EVALUATOR	8.4	6.9	6.8	6.4
63	SECRETARY	8.9	5.7	5.6	5.6
18	MAINTENANCE	6.4	5.7	5.6	5.6
178	(AVERAGE)	10.3	8.3	7.3	6.8

Reference

- Swan, W.W., Purvis, J.W., & Wood, N.J. (1987) Final report: The Georgia Psychoeducational Network Research Consortium. Grant No: G008530255 (PR# 023CH50181), U.S. Department of Education, Office of Special Education Programs, Research Projects Branch, Field Initiated Research Project, p. 48-58.

NOTES

GUIDELINES FOR AUTHORS

The GPN Research Report for Research Studies in the Georgia Psychoeducational Program Network invites manuscripts concerned with any research aspect of Program operations for severely emotionally disturbed or severely behaviorally disordered students in Georgia. In order to be considered for publication, manuscripts must report or interpret some aspect of data-based scientific finding or practical experience that leads to improved understanding of SED/SBD students or educational programs for these students.

AGREEMENTS: To be considered for review, a manuscript must meet the following prerequisites:

1. It is not being considered concurrently by another publisher.
2. The author assumes responsibility for publication clearance in the event that the manuscript was presented at a professional meeting of another organization or was developed for a project funded by a funding agency.
3. The manuscript has not been published in substantial part in another journal or published work.

REQUIREMENTS: In preparing manuscripts for publication, authors must use the following guidelines:

1. Manuscripts should be well organized and concise. Historical data common to dissertations should be limited. The readers of Research Studies in the Georgia Psychoeducational Network use the studies in the classroom and programs. Therefore research findings should be specific and concrete, gleaned from the method and procedures. Implications for the practitioner should be discussed in light of the findings.
2. Manuscript length may vary according to the subject. However, those most adaptable to space available are between 8 and 15 double spaced pages.
3. A brief abstract of 80-125 words should accompany the manuscript. It should be a clear and succinct statement of the treatment, method, and conclusion.
4. Complete author information should be given on a cover sheet; full name, title or position, institution, city, state, and address with zip code. Grant numbers and funding information should be included when appropriate. The author's name should appear nowhere on the manuscript.
5. Avoid footnotes.
6. All material must be double spaced, including quotations and references. Wide margins should be left for editorial work.
7. References are to follow the style described in the Publication Manual of the American Psychological Association (APA, 1200 17th Street, N.W., Washington, D.C., 20036).
8. Submit a master copy of the manuscript plus 4 additional copies to: William W. Swan/Carvin L. Brown, Editors, GPN Research Report for Research Studies, G-10 Aderhold Hall, The University of Georgia, Athens, GA, 30602.
9. Authors are responsible for the factual accuracy of their contributions. Manuscripts will be acknowledged upon receipt. Following preliminary examination by the editors, the manuscripts will be sent to associate editors for review. Within approximately 3 months, the author(s) will be notified concerning the disposition of the manuscript.

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